Standard:

CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.

CC.2.1.1.B.3 Use place value concepts and properties of operations to add and subtract within 100.

Practice Standard: #1 Make sense of problems and preserver in solving them. #3 construct viable arguments and critique the reasoning of others. #7 Look for and make use of structure.

What visual(s) will you use? Ten frames, number lines, hundreds chart.

Activity designed around visual --Are you adapting an activity you experienced today? Yes. How?

Mental Math: Using the smart board flip chart or a hundreds chart – cover some numbers. Can the children identify the numbers that are missing? Cover some digits (ex. The 7 in 79) Can they tell you what that digit represents? Repeat with other digits.

100 number charts cut into chunks (puzzle pieces). Pair the children up and have them build the puzzles.

100 number charts with some blanks for the children to complete.

Game: What numbers are missing? Using their hundreds charts – one partner is to cover 5 or 6 numbers. The other partner is to write the numbers in the correct order. Next trade places and the 2nd partner is to cover 5 or 6 numbers while partner 1 writes the missing numbers in the correct order. Continue to trade places until each partner has 5 or 7 turns hiding the numbers. Don’t forget to discuss the numbers

What questions you will ask as students are engaged in the activity to surface the mathematics?

1. Do you see any patterns on the 100s chart?
2. How do you know which numbers are missing?
3. How can the hundreds chart help you know what is missing?
4. What do the different digits represent?
5. What would one more be?
6. What would ten more be?
7. What would ten less be?
8. What would one less be?
9. Is the number even or odd? How can you tell?
10. How is a hundreds chart like a tens frame?